**THE RIVER CITY PROJECT**

**Analyze the following components:**

*Grade level(s) and subject areas (s):*

This game is self-described to meet the standards of learning for 5-12 grades. And looking at their self-assessment, I agree.

*Purpose of the game e.g., build skills or content knowledge or entertainment:*

This game is a skill building tool that uses historical data to reinforce content knowledge.

*Components of the game including:*

*Rules*

Students must get parent permission to participate in this game based learning tool. The registration process must be completed as well from both the students and teachers side as well as administrative.

*Goals or objectives*

The goal is to learn about “scientific inquiry.” The teacher is guiding the students similar to Intel learning tools. The objective is to work through scenarios that are historically based to gather data and problem solve using the gathered data.

*Outcomes and feedback*

At the end of the game, the class is encouraged to write a letter to the Mayor of River City (assessment of gathering data and making scientific conclusions) as well as completing post-surveys. In terms of outcomes from the game, it appears students are expected to understand the decision making process, conflict resolution (scientific conflict), as well as other critical thinking skills.

*Conflict or cooperation*

I would say this game is based in both conflict and cooperation. It appears to be a simulation survival game at times, in that sense survival can be defined in terms of conflict and cooperation.

*Types of interactions*

The interactions (as can be viewed by videos on the website), show that it is human to human contact, human to building (individual rooms) contact, as well as contact with other objects such as pictures or historical photos for example.

*Storyline*

As described the storyline of River City is based on a long term commitment to this game. Students have an owned commitment to participation therefore the storyline value is committing to project completion.

*Benefits*

This game is commitment oriented and challenges students to commit long term to the project or objective completion of the game. The critical thinking skills of this game are essential for student learning and this platform may be a very effective tool to teach critical thinking.

*Challenges*

The challenge can also be the long term commitment to this game. Parents may not want students to participate and in terms of differentiation the teacher has to make changes to each student in the game and may be difficult to gauge if students have gained the intended skills.